

FIG 1

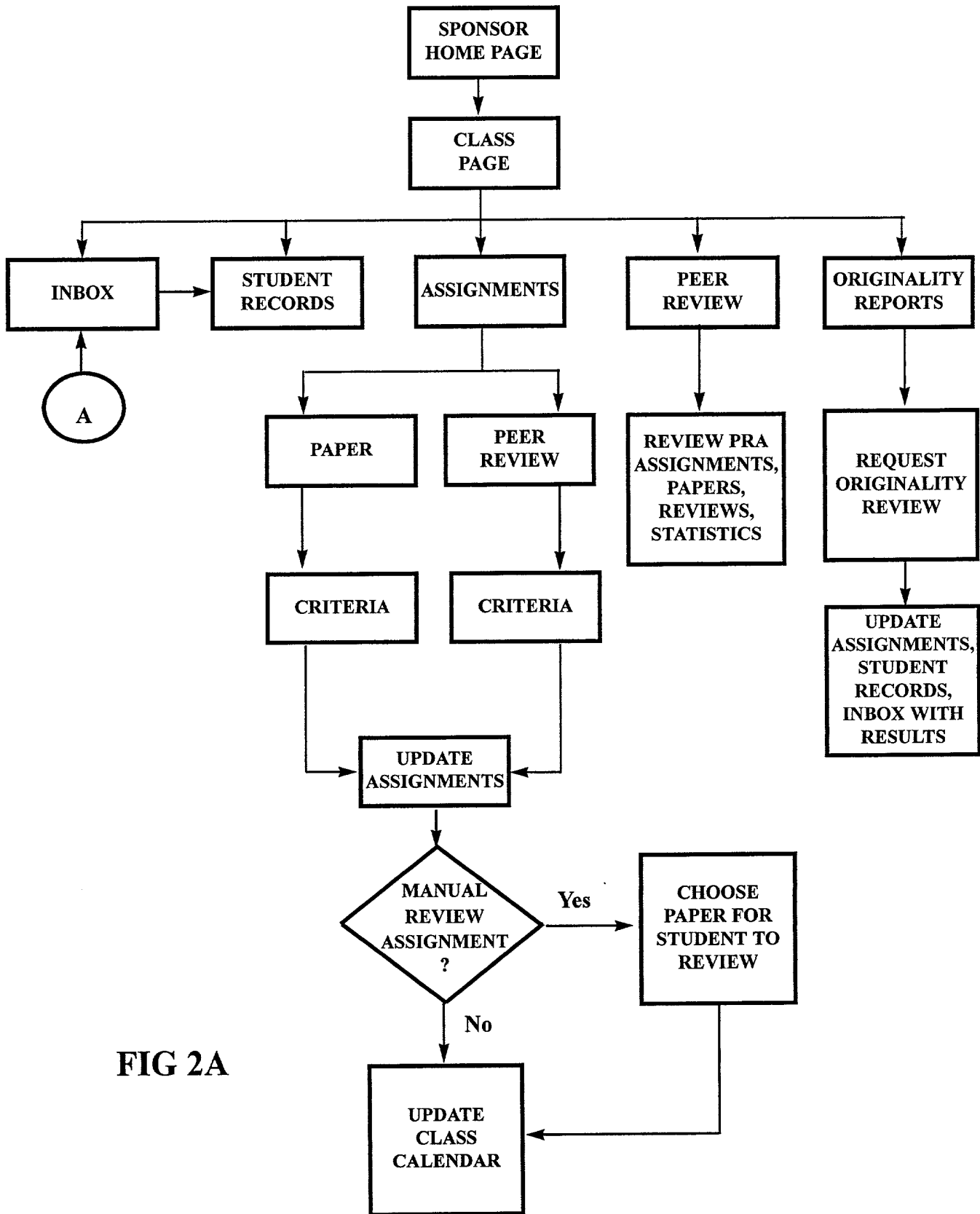


FIG 2A

www.ck12.org

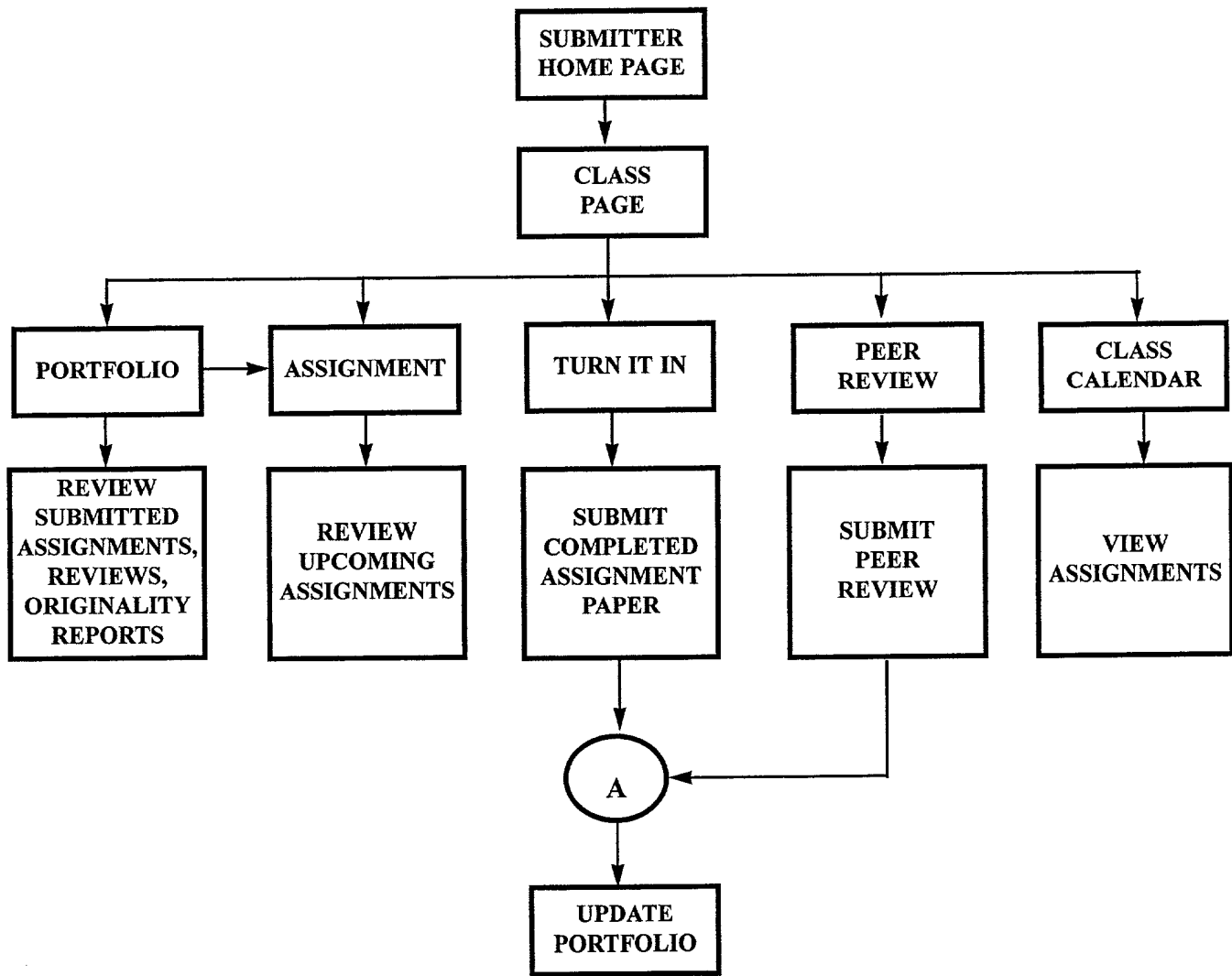


FIG 2B

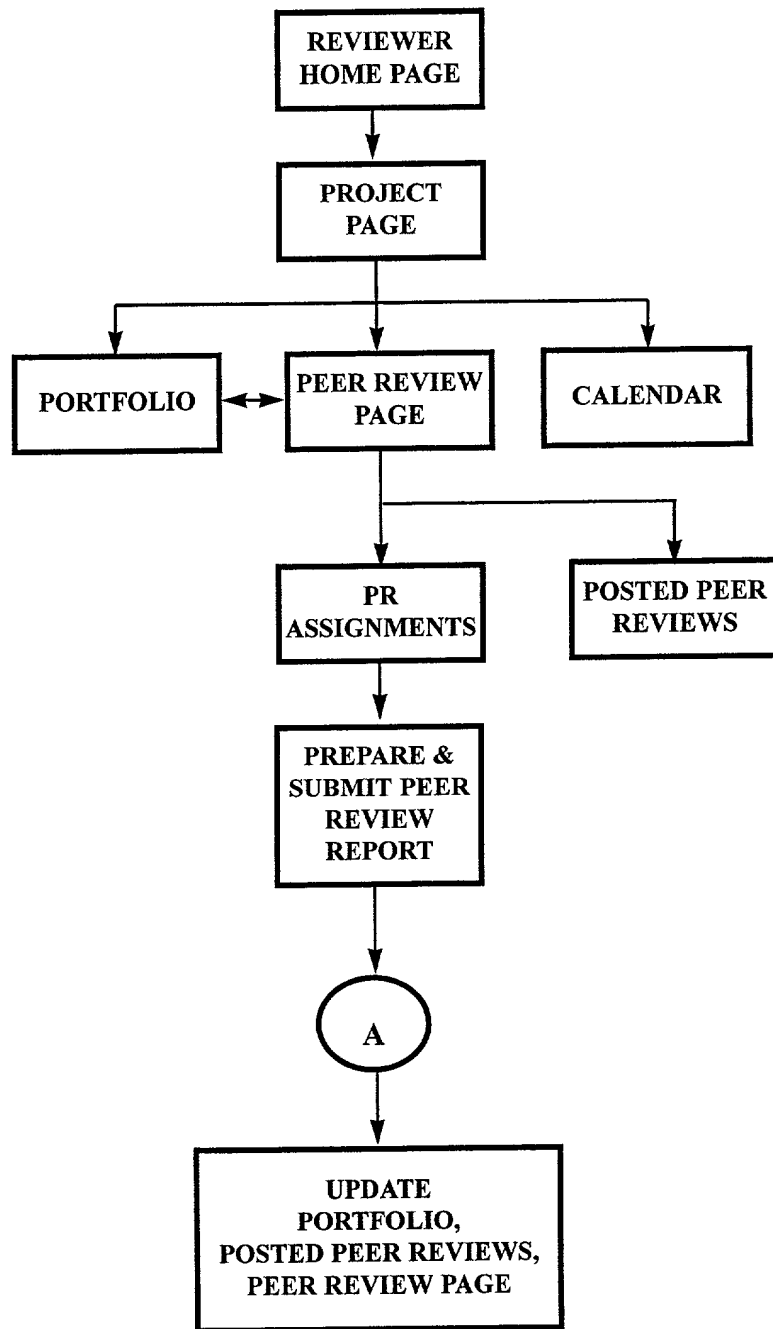


FIG 2C

New to Turnitin.com? [Click here to get started.](#)

user type:

- ☐ free trial
- ☐ student
- ☐ faculty
- ☐ administrator

secure session: ☒ password only (faster)
[what's this?](#) ☐ entire session

email address:

password:
(case sensitive)

Like to sign up for our free trial? [Click here.](#)
Forgot your password? [Click here.](#)
To download our new user tutorial, [Click here.](#)

Figure 3

Faculty Homepage

[your classes](#) [change user type](#) [user info](#) [log out](#) [help!](#)



Welcome, John M. Barrie.

your classes

[join new account](#) [weather](#)

These are your classes at Turnitin.com. To enter a class, click on its name. To update class information, click on the "u" icon to the right of the class you want to update. If you would like to add a new class, select "add class" next to the department to which the class will belong. If you would like to archive a class so that it will no longer be accessible to your students, click on the "a" button next to the class you would like to archive.

[view current classes](#) [GO](#)

[view all academic years](#) [GO](#)

Queen Of The Valley Acad High School

[add class](#)

[2423](#)



[Advanced Painting II](#)

Nazarene Bible College

[add class](#)

[20095](#)



[2002 Class](#)

Art Center College of Design

[add class](#)

Department

[948](#)



[Advanced Painting I](#)

[20092](#)



[Peer Review Test Class](#) [12345](#)

Figure 4

**Art Center College of Design
Department**

Advanced Painting [---]

inbox	students	assignments	turn it in!	reviews	calendar	class notes	preferences	English 1A
-------	----------	-------------	-------------	---------	----------	-------------	-------------	------------

#	submitted	R	P	PR	title	reviews
1	2002-01-20			N/A	test 2	
1	2002-01-19			N/A	xyxyxyxy	
1	2001-09-08			N/A	Sample	(2) read
1	2001-04-01			N/A	Whale Camp	
1	2000-09-18			N/A	Sample Paper	
1	2000-11-04			N/A	Sample - Nov. 4, 2000	
1	2000-11-02			N/A	November 2, 2000 - Sample	
1	2001-02-06			N/A	A Test	(2) read
2	NA 2002-01-20	NA	NA		review of: Sample	
2	NA 2002-01-18	NA	NA		review of: A Test	
3	NA 2002-01-20	NA	NA		review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
3	NA 2002-01-20	NA	NA		review of: chgg	
	NA 2002-01-22	NA	NA		review of: A Test	
5	NA 2002-01-26	NA	NA		review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
5	NA 2002-01-26	NA	NA		review of: gfg	
5	NA 2002-01-26	NA	NA		review of: gfgafafafafafafaf	
5	NA 2002-01-26	NA	NA		review of: hghgh	
6	NA 2002-01-25	NA	NA		review of: dfd	
6	NA 2002-01-26	NA	NA		review of: Sample	

Figure 6

originality report

info

author: Barrie, John M.
 ID: 42234
 assignment: 1
 uploaded: 04/01/2001 10:53:38 PDT
 title: Whale Camp
 word #: 1304

We found [4] documents, either within our local database or on the Internet, that contain similar or exact passages to those in your paper.

Overall Similarity Index

Least similar



Most similar

links

The Internet addresses listed below contain passages that match text in the submitted paper. You can click on any of the links below to open a window to that Internet location, or select "dsc" (direct source comparison) to open a window that hones directly in on the passages in question.

URL	% of match	exclude	dsc
http://www.fainsaac.com/~service/SiteDriver/Content/8	1.2 %	N/A	dsc
http://amber.aae.uiuc.edu/~m-selig/uiuc/lsat/lsat_4bulletin.html	1 %	N/A	dsc
http://www.dogbreedinfo.com/leonberger.htm	1.5 %	N/A	dsc
http://www.scalecombat.com/sections/workshop/aerodynamics.htm	1.6 %	N/A	dsc

text

Whale Camp

Forty-six miles of bumpy dirt road and three miles of water separate Whale Camp from the small mission town of San Ignacio. In the back of the Ford van, we felt every bump, and the wash board sections tried to shake us apart.

There are laws of motion that effect aerodynamic theory. The first of these is Equilibrium. If a body is in equilibrium, then its tend to remain so. A model standing still on a table is in equilibrium unless something disturbs it by accelerating it in some direction. A moving model flying straight and level in calm air, at a constant speed and not turning is in a balanced state or equilibrium and will have a tendency to stay that way if it is trimmed properly. The same could be said for a model that is climbing or diving at a constant speed. Equilibrium is a condition of steady motion or rest, in contrast to states of unsteady motion involving acceleration negative acceleration or deceleration. (Paragraph lift)

Heavy rains the past week had caused the desert to erupt in a crimson and yellow rash. Every turn unveiled a new vignette of perfect desert landscaping. A fantastic exhibition of cactus shapes and sizes floated on a sea of tiny blossoms. Crimson hillsides glowed in the warm sun. The air was delicately seasoned with a hint of sweetness. The ostentatious display continued for miles as the narrow dirt road bumped and meandered through the desert.

This is a very large, majestic dog with a characteristic black mask. Males have a majestic-male head and the females should have a somewhat smaller more feminine head. The black mask The mask should not extend above the eyebrows; the mask can be up to eyes or above the eyes, but never the complete head. The nose and lips are black.

In males with a very majestic male head slightly loose flews and sometimes slightly open hooks of eyes, are often found. Loose flews collect saliva, so some males might drool slightly. The teeth should meet in a tight scissors bite. The skull is somewhat domed. It is important that the brown eyes have a gentle, kindly expression. The hanging ears are medium-sized. The neck should be strong with no dewlap. The rough-looking waterproof coat is tawny to reddish-brown and may have black tipped hair on the outer coat. A small white star on the chest and a little white on the tip of the paws are permitted. There is always discussion about the amount of white aloud. FCI standard states "like the palm of a hand". But it all depends on who's hand you are referring to.

After two and a half-hours, we reached Kujima - the end of the road. From there, the seven of us and all our gear were piled into two small white and blue skiffs to traverse the three miles of lagoon to the camp. The

Figure 7

Welcome, John M. Barrie.

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[inbox](#) [students](#) [assignments](#) [turn it in!](#) [reviews](#) [calendar](#) [class notes](#) [preferences](#) [English 1A](#)

This is your **assignments** page, which shows all of the assignments you have created for this class. There are two assignment types at Turnitin.com: "paper" assignments, which you create for students to submit papers for plagiarism protection, and "peer review" assignments, which allow students to anonymously review previously submitted peer papers.

create a new paper assignment:



create a new peer review assignment:



#	type	start:	due/end:	post:	exchange	U/T	title
1		2001-10-21	2001-11-11	N/A	N/A		Figure Drawing 1
2		2002-01-18	2002-01-22	2002-01-31			Pr Assignment #1
3		2002-01-20	2002-01-29	2002-01-29			Pr Assignment #2
5		2002-01-23	2002-01-22	2002-01-25			New Title
6		2002-01-25	2002-01-28	2002-01-26			Newest Pr Assignment
7		2002-01-26	2002-01-29	2002-01-30			Newest Pr Assignment (Copy Of #6)

Figure 8

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Review assignment step 1 (of 5):

[general info](#)

[criteria](#)

[topics](#)

[rubrics](#)

[summary](#)

Peer review lets you create an assignment customized to your particular class and teaching style. Each peer review assignment contains a series of topics and rubrics that students will use to evaluate each other's papers. You may elect to write these topics and rubrics yourself, or select existing ones from our library and database. There are five steps to creating a finished peer review assignment. If at any time you want to revise a previous step you can use the "back" buttons on your browser, or wait and update your selections at the end of the creation process.

assignment number: 8 title:

description (optional)

additional instructions (optional)



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Review assignment step 2 (of 5):

criteria

1. Each peer review assignment is paired with another "paper" assignment-- an assignment for which your students submitted papers for plagiarism protection. When you make a peer review assignment, the papers submitted for the "paper" assignment are distributed among your students in a given class for peer evaluation.

Which paper assignment would you like to use for this review?

select assignment

2. Please select a start, end/due, and post date for this peer review. (The start date determines when this review will be made available to your students, the end/due date determines when the reviewing period will elapse, and the post date determines when posted reviews will be made viewable to your students.)

start date: Jan 28 2002

end/due date: Jan 30 2002

post date: Jan 30 2002

3. Now, choose how the papers for this assignment will be distributed to your students. You can select to have a given number of papers randomly sent to each student, you can let students choose a given number of papers to review, or you can choose a combination of both.

Send this many randomly selected papers to each student: 1

Students choose this many papers to review:

1

4. If you choose to write your own peer reviews for this assignment, you may elect to give your students' papers a grade as part of the review process. If you do decide to grade the papers as part of your review, you then have the option of choosing who has access to your grade. You may hide the grade completely, show it to the paper's author only, or make it viewable (anonymously) to all students using peer review.

hide grade show to author show to all

5. (optional) As you create this peer review assignment, you will have the opportunity to write individualized topic questions and rubrics relevant to your students' papers. These topics and rubrics will then be collected and made public through our searchable topic and rubric database. As this database grows, it will serve as an indexed, searchable library to other Turnitin.com users looking for suggestions for their own peer review assignments. To facilitate more reliable and efficient searches, we encourage users to enter a keyword or keywords relevant to their assignments. For example, if your assignment deals with *Animal Farm*, you might enter "George Orwell" and "Animal Farm" as keywords

keywords: Shakespear Othello Tragedy

6. Finally, you can choose to create a customized peer review assignment, or select a pre-written assignment from our library. Please click on your choice to save the information you have already entered and take you to the next page.

custom:



library:




Figure 10

Review assignment step 3 (of 5):
[assignment info](#)
[criteria](#)
[topics](#)
[feedback](#)
[summary](#)

Please select the review topics for this assignment. Students will be asked to write short essays on the topics you choose. Topics you create will be stored in our topic database, and will be made accessible to other faculty doing topic searches. **Note:** You can add as many topics to this review as you want, but make sure to click on "add" for each topic. The topics you have added will stack at the top of this page. When you have all the topics you want for this assignment, click "next" below.

Topics selected for this assignment:

1. General - Please review this manuscript from the perspective of a 19th century peasant. (250 word minimum)


Write your own topic question...

Enter your topic question below:

no minimum length

the thesis/introduction

add

Choose a topic question from our library...

Click on the library icon to look for topic questions. The topic you select from the new window will be inserted into the box below. Click "add" to add the selected topic to this assignment.

You have chosen this topic question:
Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis.

at least 100 words

add

next


Figure 11

topic library

To select a topic question, first choose the level and category for the questions you would like to browse. Click the "check" icon to the right of the question you want to add.

View these topic levels:

show all levels

all categories	thesis/introduction	organization	style	grammar/mechanics	evidence	conclusion	general
level	category	question					do
		Identify the student's thesis. In your opinion, is the student's thesis stated in an effective and concise manner?					
		Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis. Otherwise, if you find the student's thesis unconvincing or believe the student provides insufficient support for the thesis, suggest how the student could improve the efficacy of his thesis.					
		Identify the student's thesis. In your considered opinion, is the scope of the student's thesis sufficient in addressing the subject of his report?					
		Identify the student's thesis. In your considered opinion, is the student successful in expressing the primary focus of his report with his thesis? Is the thesis too broad or too narrow? What changes might the student make to his thesis in order to better focus his report?					
		Is the student's writing style effective in communicating the subject matter of her report? Identify the strong and weak aspects of the student's approach to the subject matter and suggest areas where she can improve.					
		Does the student write clearly and articulately? Identify particular passages that you find especially strong/weak and provide support for your analysis.					
		Is the student's writing free of grammatical and spelling errors? Identify any grammatical or spelling errors that you find particularly glaring.					
		Has the student organized his writing in an effective and coherent method? Suggest any improvements the student could make to create a more cogent work.					
		Does the student provide convincing arguments for his thesis? If so, are these arguments offered in an effective manner? Do the student's conclusions logically follow his arguments?					
		Critically evaluate this paper as if you were the student's teacher. Examine both the strong and weak aspects of the paper and assign a letter grade on the A to F scale.					
		Critically evaluate the introduction of this paper. Is the introduction interesting enough to encourage the reader to read more? Does the introduction contain a clear, concise thesis? Finally, are there any aspects of the introduction that you find especially strong or weak? Explain.					
		Critically evaluate the conclusion of this paper. Does the conclusion sufficiently tie together the argument in the paper? Does the student refer to the paper's thesis? Finally, are there any aspects of the conclusion that you find especially strong or weak? Explain.					
		Please select the review topics for this assignment. Students will be asked to write short essays on the topics you choose. Topics you create will be stored in our topic database, and will be made accessible to other faculty doing topic searches. Every time you add a topic, it will appear below. When you have all the topics you want for this assignment					
		How well does the main argument backup the paper's thesis					
		Did you like the conclusion? Why?					
		Talk about drugs and brains...					
		Talk about drugs and brains...					
		How does the conclusion back up the thesis?					
		New topic question					
		what did you think of the thesis					
		asdf asdf a					
		asdf asdf a					

Figure 12

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Review assignment step 4 (of 5):

general info criteria topics **rubrics** summary


Now, please choose the rubrics for this assignment. Students will be asked to rank specified aspects of a given paper on a scale of 0 to 5. Please keep in mind that any rubrics you create should follow the given format, i.e.: "On a scale of 0 to 5, rate how well this paper addresses the central themes we discussed in class." Rubrics you create will be stored in our rubric database, and, in the future, will be made accessible to other faculty doing rubric searches. **Note: You can add as many rubrics to this review as you want, but make sure to click on "add" for each rubric.** The rubric you have added will stack at the top of this page. When you have all the rubrics you want for this assignment, click "next" below.


Rubrics selected for this assignment:

1. Thesis/Introduction - Rate the appropriateness of the student's thesis as it relates to the course. 
2. Conclusion - Rate the content of the paper and its potential contribution to the course. 
3. Organization - Rate the student's command of grammar. 
4. Conclusion - Rate the student's ability to raise issues relevant to the course. 
5. Thesis/Introduction - Rate the student's effectiveness in supporting the paper's thesis. 

Write your own rubric...

On a scale of 0 to 5, rate...

this rubric is about... 



Choose a rubric from our rubric library...

Click on the library icon to look for rubrics. The rubric you select from the new window will be inserted into the box below. Click "add" to add the selected rubric to this assignment.

You have chosen this rubric:






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[English 1A](#)

Review assignment step 5 (of 5):

[general info](#)
[criteria](#)
[topics](#)
[rubrics](#)
[summary](#)

This is a preview of your peer review assignment. If you would like to update any of the sections, just click on the "update" button next to the section you would like to change.

General info:

review assignment:	8
assignment used:	1
start date:	1/28/2002
due date:	1/30/2002
post date:	1/30/2002
students are sent:	1 papers
students choose:	1 papers

review title:

Sample Peer Review Assignment

description:

Here is the description.

[update](#)

instructions:

Here are some instructions.

Section A: Topic questions

1. General - Please review this manuscript from the perspective of a 19th century peasant.
2. Thesis/introduction - Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis. Otherwise, if you find the student's thesis unconvincing or believe the student provides insufficient support for the thesis, suggest how the student could improve the efficacy of his thesis.

[update](#)

Section B: Rubrics

1. Thesis/introduction - Rate the appropriateness of the student's thesis as it relates to the course.
2. Conclusion - Rate the content of the paper and its potential contribution to the course.
3. Organization - Rate the student's command of grammar.
4. Conclusion - Rate the student's ability to raise issues relevant to the course.
5. Thesis/introduction - Rate the student's effectiveness in supporting the paper's thesis.

[update](#)

If you have no further changes and would like to send this peer review assignment to your students, click



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[English 1A](#)

This is your assignments page, which shows all of the assignments you have created for this class. There are two assignment types at Turnitin.com: "paper" assignments, which you create for students to submit papers for plagiarism protection, and "peer review" assignments, which allow students to anonymously review previously submitted peer papers.

create a new paper assignment:



create a new peer review assignment:



#	type	start	due/end	post	exchange	U	T	title
1		2001-10-21	2001-11-11	N/A	N/A			Figure Drawing 1
2		2002-01-18	2002-01-22	2002-01-31				Pr Assignment #1
3		2002-01-20	2002-01-29	2002-01-29				Pr Assignment #2
5		2002-01-21	2002-01-22	2002-01-25				New Title
6		2002-01-25	2002-01-28	2002-01-28				Newest Pr Assignment
7		2002-01-26	2002-01-29	2002-01-30				Newest Pr Assignment (Copy Of #6)
8		2002-01-28	2002-01-30	2002-01-30				Sample Peer Review Assignment

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inbox students assignments turn it in! reviews calendar class notes preferences English 1A

This is the exchange screen. To select specific papers for any of your students to review, check the papers you want a given student to review and click on the "update" icon to the right of his or her name. **Note:** Once a student has submitted a review for a given paper, that paper can no longer be removed.

If you have created a peer review assignment with a start date that has not yet elapsed, you may choose to "pre-distribute" papers to your students before the start date begins. This will allow you to customize and adjust the distribution process before your students have the chance to see which papers they have received. To distribute papers now, click "distribute".

distribute

student	is reviewing	papers to review:	author
Asd, Asd	<input checked="" type="checkbox"/> 5, X	1 <input type="checkbox"/> Asd	Asd, Asd
Asd, Asd	<input checked="" type="checkbox"/> 26, X	2 <input type="checkbox"/> Sample	Asd, Asd
Barrie, John M.	<input checked="" type="checkbox"/> 25, X	3 <input type="checkbox"/> test 2	Barrie, John M.
Doe, Jane	<input checked="" type="checkbox"/> 15, X	4 <input type="checkbox"/> yryryry	Barrie, John M.
Kretchmer, Paul	<input checked="" type="checkbox"/> 13, X	5 <input type="checkbox"/> Sample	Barrie, John M.
Sherman, Colin	<input checked="" type="checkbox"/> 6, X	6 <input type="checkbox"/> Whale Camp	Barrie, John M.
Sherman, Colin	<input checked="" type="checkbox"/> 7, X	7 <input type="checkbox"/> Sample Paper	Barrie, John M.
		8 <input type="checkbox"/> Sample - Nov. 4, 2000	Barrie, John M.
		9 <input type="checkbox"/> November 2, 2000 - Sample	Barrie, John M.
		10 <input type="checkbox"/> A Test	Barrie, John M.
		11 <input type="checkbox"/> Killer Paintings	Doe, Jane
		12 <input type="checkbox"/> Risk Factors By P.Kretchmer	Kretchmer, Paul
		13 <input type="checkbox"/> Akamai Risk Factors - 8/99 St	Kretchmer, Paul
		14 <input type="checkbox"/> hghgh	Sherman, Colin
		15 <input type="checkbox"/> fgfgfgfg	Gfgf, Fgfg
		16 <input type="checkbox"/> test paper for formatting	Sherman, Colin
		17 <input type="checkbox"/> new open source technologies in	Gfgf, Fgfg
		18 <input type="checkbox"/> fgfgfgfgfgfgfgfgfg	Dfdfdf, Dfdfdf
		19 <input type="checkbox"/> dfg	Dfd, Dfd
		20 <input type="checkbox"/> sds	Ds, Sds
		21 <input type="checkbox"/> gfg	Gfgf, Fgfg
		22 <input type="checkbox"/> dfdf	Fdfdf, Dfd
		23 <input type="checkbox"/> d	D, D
		24 <input type="checkbox"/> hghgh	Mccarthy Sue, Doug Sue Ann Weapon
		25 <input type="checkbox"/> submission, and then paste the	Submission, And Then Paste The, Submission, And Then Paste The
		26 <input type="checkbox"/> ghgg	Ghghg, Hghg
		27 <input type="checkbox"/> fgfgfg	Gfgf, Fgfg

Figure 16



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This is your class calendar. Click on the date for the day you would like to add or update assignments, lecture notes, or office hours.

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
January 2002											2002	Go
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday						
		1	2	3	4	5						
		New Year's Day			New Year's Bank Holiday (Scotland)							
6	7	8	9	10	11	12						
			<u>new announcement</u>									
13	14	15	16	17	18	19						
20	21	22	23	24	25	26						
	Martin Luther King Jr. Day	<u>Assignment Due: New Title</u>				Australia Day						
		<u>Assignment Due: Pr Assignment #1</u>										
27	28	29	30	31								
	<u>Assignment Due: Newest Pr Assignment</u>	<u>Assignment Due: Newest Pr Assignment (Copy Of #6)</u>	<u>Assignment Due: Sample Peer Review Assignment</u>									
		<u>Assignment Due: Pr Assignment #2</u>										

Figure 17

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inbox students assignments turn it in! peer review calendar class notes preferences English 1A

This is the peer review page. All papers available for peer review are displayed here. Just select the peer review assignment you want to view using the pulldown menu below. If you have not created a peer review assignment for a given set of papers, you can still view those papers using the pulldown menu "view papers only."

View peer reviews: 6 - Newest Pr Assignme...

view papers: 1 - Figure Drawing I

this review is due:
1/28/2002, 12:01 A.M.

these reviews will post:
1/26/2002, 12:01 A.M.

for this review, students are
sent (1), and choose (0) papers

papers for review	author	post review	read	#	avg	grade
A-Test	Barrie, John M.					
Akamai Risk Factors - 8/99 S1 Filing With Sec	Kretchmer, Paul					
Asd	Asd, Asd					
d	D, D					
dfd	Ddfd, Dfd			1	0.33	
dfdf	Fdfd, Dfd					
fgfgfg	Gfgfg, Fgfgf					
fgfgf	Gfgfg, Fgfgf					
gfg	Gfgf, Fgfg					
gfgfgfgfgfgfg	Dfdfdf, Dfdfd					
ghgh	Ghghg, Hghg					
hghgh	Mccarthy Sue, Doug Sue Ann We...					
hghgh	Sherman, Colin					
Killer Paintings	Doe, Jane					
new open source technologies in arena	Gfgfg, Gfgf					
November 2, 2000 - Sample	Barrie, John M.					
Risk Factors By P.Kretchmer	Kretchmer, Paul					
Sample	Barrie, John M.			2	2.50	A
Sample	Asd, Asd					
Sample - Nov. 4, 2000	Barrie, John M.					
Sample Paper	Barrie, John M.					
sds	Ds, Sds					
submission, and then paste the text in the corresp...	Submission, And ..., Submission, And...					
test 2	Barrie, John M.					
test paper for formatting	Sherman, Colin					

Figure 18

Welcome, John M. Barrie.

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inbox students assignments turn it in! peer review calendar class notes preferences English 1A

Please write a peer review of the paper: **A Test**

Your review will be posted along with your students' reviews at the peer review section of Turnitin.com. This page will save automatically once every ten minutes. If you want to save the review and come back to it another time, just click on "submit" below. You can come back and finish or update this review at any time.

Section A: Write a response to each of the following questions:

1. Identify the student's thesis. In your considered opinion, is the student successful in expressing the primary focus of his report with his thesis? Is the thesis too broad or too narrow? What changes might the student make to his thesis in order to better focus his report?

2. Custom topic question.

Section B: Please enter three adjectives or short phrases to describe this paper.

These short descriptions will be used by students to get a quick impression of how you felt about this paper. For example, some sample descriptions might be "thoughtful, concise, and good conclusion".

descriptors:

Section C: On a scale of 0 to 5, rate this paper based on the following criteria:

1. Custom rubric question.
2. Rate the organization of the student's paper.
3. Custom rubric question two.

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D (optional): Would you like to give this paper a grade?

If you would like to grade this paper, enter the grade below. You have already chosen who will have access to this grade (when you created this peer review assignment). If you would like to change grade access for this particular review, check or un-check the appropriate boxes below. You may hide the grade completely, show it to the paper's author only, or make it viewable (anonymously) to all students using peer review.

Enter grade:

When you are finished with this peer review, click submit below. Clicking on submit will save any changes you have made. You will be able to edit this review at any time by clicking on the "edit" icon at the "reviews" section for this class.

Figure 19

Welcome, John M. Barrie.

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Reviews of: Sample

The first section below shows the average scores this paper received for the chosen rubrics, based on all reviews this paper has received to date. The second section tells you information about the individual reviews: the average score of this paper for a given review, selected comments on that paper, and a link to the review itself. To view a particular review, click on the review icon to the far right.

Rubric Averages:

On a scale of 0 to 5, this paper received these average scores for the selected rubrics:

1. Rate the organization of the student's paper.	2.00
2. Custom rubric question.	2.50
3. Custom rubric question two.	3.00

Total average score, based on all selected rubrics: 2.50

Reviews:

submitted	score	comments	submitted by	full review
2002-01-26	3.00	sadfsdaf sadfsadf sadfsadf	Barrie, John M.	
2002-01-26	2.00	sdaf;sdafsd;sdfsdf;	Sherman, Colin	

Figure 20

Peer review of: Sample

peer review

Would you like to read the paper for this review?

Rubric results: These are rubric results for this review, based on the rubrics you have chosen for this peer review assignment. Each rubric is based on a 0 to 5 scale, with 0 being the worst and 5 being the best.

1. Custom rubric question.	1.00
2. Rate the organization of the student's paper.	3.00
3. Custom rubric question two.	5.00

Average score: 3.00

Topic responses: These are the topic responses for this review, based on the topic questions you have chosen for this peer review assignment.

1. Identify the student's thesis. In your considered opinion, is the student successful in expressing the primary focus of his report with his thesis? Is the thesis too broad or too narrow? What changes might the student make to his thesis in order to better focus his report?

How many reviews can one man do?

2. Custom topic question.

hello

Would you like to hide this review so it does not appear to your students?

Figure 21

Welcome, John M. Barrie.

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Department

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[class notes](#)
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These are your preferences. The faculty inbox works much like many popular email programs: whenever you or your students submit a document to Turnitin.com, it is processed and returned here, with the most recent assignment showing first. However, you can sort and view the contents of your inbox in a number of ways, depending on your preferences. Use the pulldown menus to select which assignment you'd like to view, and then sort the results by clicking on the table headers.


The administrator for this class' account is: [John M. Barrie](#)

global preferences

☒ show detailed page descriptions
☒ access to weather
 items displayed per page:
 your homepage name:
 your homepage:
 command bar color: ☐ ☐ ☐ ☐ ☐

preferences for: Advanced Painting

☒ students can read peer papers
☐ students can access Originality Reports
☐ fast track report turnaround
☐ parents can view student work
 class homepage name:
 class homepage:

Click  to view usage statistics for this class.


Click  to transfer this class to a new instructor.

Figure 22

Turnitin.com help

Our online help system is designed to provide detailed help information specific to the page you are currently visiting. Below, you will find detailed information about each component of the current Turnitin.com page. In addition to these help screen, we have a downloadable [user manual](#) available in PDF or Word formats. If all else fails, write to us at: helpdesk@Turnitin.com.

The page you currently visiting contains the following elements:

System Navigation Bar:



1. **YOUR CLASSES:** Click here to view your list of classes.
2. **CHANGE USER TYPE:** Click here to change your user type. Account administrators have administrator, faculty, and student access while faculty users have faculty and student access.
3. **USER INFO:** Click here to access your user profile. From this screen you may also update information including your password and email address.
4. **LOG OUT:** Click here to end your session and return to the Turnitin.com home page
5. **HELP!:** Click here for page-specific help.

Account Navigation Bar:



1. **INBOX:** Click here to return to your class inbox.
2. **STUDENTS:** Click here to see a list of students enrolled in this class.
3. **ASSIGNMENTS:** Click here to create and update paper or peer review assignments.
4. **TURN IT IN!:** Click here to submit papers to Turnitin.com for analysis.
5. **REVIEWS:** Click here to access Turnitin.com's Peer Review.
6. **CALENDAR:** Click here to access Turnitin.com's Calendar of assignments, lecture notes, office hours, and holidays.
7. **CLASS NOTES:** Click here to access your lecture notes. These notes are accessible to students enrolled in your class.
8. **PREFERENCES:** Click here to view and change your class preferences.
9. The right side of your account navigation bar displays the **CLASS** you are currently visiting.

Report Viewing Bar:

This tool allows you to choose the type of which assignments and reports you wish to view.





1. Use this bar to select new papers, archived papers, or both. Click **GO** to activate your selection.
2. Use this bar to select the desired peer review or paper assignment. You can view one assignment at a time, or all at once. Click **GO** to activate your selection.
Note: Your inbox will either display paper or peer review submissions depending upon whether you choose to view paper or peer review assignments.
3. Use the checkboxes to select the results you would like displayed. Click **GO** to activate your selections. ("No boxes checked" is the default; both "no boxes" and "all boxes" display all results.)

Class Inbox:

Note: Your class inbox toggles between displaying paper submissions with originality reports and peer reviews. To view your report inbox, select a paper assignment from the assignment menu. To view peer review submissions, select a peer review assignment from the assignment menu.

Report Inbox: The report inbox allows you to view papers and their originality reports.

Figure 23A

archive									
1	2	3	4	5	6	7			
<input checked="" type="checkbox"/>	#	submitted	R	P	student ID	student	paper title		
<input type="checkbox"/>	1	2001-02-07			462131432	Shind, Jacob	<u>On Ratifying The Constitution</u>		
			8	9	10				

1. **ARCHIVE/UN-ARCHIVE:** check the papers you would like to archive or unarchive, then click on the archive button to activate. When you are viewing new papers, the "archive" button will be displayed. When you are viewing archived papers, the "un-archive" button will be displayed. When you are viewing all papers, there will be no button, but the status of any paper will be indicated by a "+" or "-" sign.
2. **Sort by ORIGINALITY RESULT:** Click on the sort icon to sort displayed papers by their color-coded "overall similarity index."
3. This column displays the assignment number of the paper submission.
4. **Sort by DATE SUBMITTED:** Click on the sort icon to sort displayed papers by submission date.
5. **Sort by STUDENT ID:** Click on the sort icon to sort displayed papers by student ID.
6. **Sort by STUDENT name:** Click on the sort icon to sort displayed papers by alphabetized student names. **Note:** Students whose papers were submitted by their instructor will be displayed in red and will not link to personal student information
7. **Sort by PAPER TITLE:** Click on the sort icon to sort displayed papers by their alphabetized titles.
8. Click on the **ORIGINALITY REPORT** icon to view a paper's detailed "Originality Report."
9. Click on the **PAPER** icon to view the text of a submitted paper."
10. Click on the **PAPER TITLE** to view the text of a submitted paper."

Peer Review Inbox: This peer review inbox allows you to view peer reviews.

archive									
1	2	3	4	5	6	7	8		
		submitted	review author	PR	paper reviewed		paper author	score	
	2	2002-01-18	Barrie, John M.		A Test		Barrie, John M.	4.17	
9									

1. **ARCHIVE/UN-ARCHIVE** check the papers you would like to archive or unarchive, then click on the button to activate. When you are viewing new papers, the "archive" button will be displayed. When you are viewing archived papers, the "un-archive" button will be displayed. When you are viewing all papers, there will be no button, but the status of any paper will be indicated by a "+" or "-" sign.
2. This column displays the **ASSIGNMENT NUMBER** of the paper submission.
3. Sort by **DATE SUBMITTED:** Click on the sort icon to sort displayed peer reviews by submission date.
4. Sort by **REVIEW AUTHOR:** Click on the sort icon to sort displayed peer reviews by the peer review author's name.
5. **PEER REVIEW:** Click on the icon to view a paper's detailed "Peer Review."
6. Sort by **PAPER TITLE:** Click on the sort icon to sort displayed peer reviews by the title of the reviewed paper.
7. This column displays the **PAPER AUTHOR** of the paper that has been submitted to the current peer review assignment.
8. **SCORE:** Click on the sort icon to sort displayed peer reviews by their numeric score.
9. **TITLE:** Click on the paper's title to view the text of the submitted paper.

Figure 23B

Welcome, John M. Barrie.

your classes

join new class weather

These are your classes at Turnitin.com. To delete a class, click on the trash can to the left. To join a new class, select "join new class" above. Remember: once you have submitted papers for a given class, you may no longer delete it.

view ALL active classes

Art Center College of Design

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948 Advanced Painting [---]

20092 Peer Review Test Class [12345]



Figure 24

Welcome, John M. Barrie.

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class portfolio assignments turn it in! peer review calendar class notes preferences English 1A

This is your class history. This page list all the submissions you have made for this class. To view a particular submission, click on its corresponding icon. Peer reviews submitted of your papers can be viewed by clicking on "read" where it appears. For peer reviews: You may edit any peer review before the due date has passed. After the due date has passed, the edit button will disappear, and you can then view the finished peer review by clicking on the peer review icon.

Email your instructor, John M. Barrie

#	type	submitted	P	PR	title	reviews
1	paper	2002-01-20		N/A	test 2	(none)
1	paper	2002-01-19		N/A	yrtyrtyr	(none)
1	paper	2001-05-08		N/A	Sample	(2) read
1	paper	2001-04-04		N/A	Whale Camp	(none)
1	paper	2000-09-18		N/A	Sample Paper	(none)
1	paper	2000-11-04		N/A	Sample - Nov. 4, 2000	(none)
1	paper	2000-11-02		N/A	November 2, 2000 - Sample	(none)
1	paper	2001-02-06		N/A	A Test	(2) read
2	review	2002-01-20		N/A	your review of: Sample	
2	review	2002-01-18		N/A	your review of: A Test	
1	review	2002-01-20		N/A	your review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
3	review	2002-01-20		N/A	your review of: ghgg	
5	review	2002-01-22		N/A	your review of: A Test	
5	review	2002-01-26		N/A	your review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
5	review	2002-01-26		N/A	your review of: gfg	
5	review	2002-01-26		N/A	your review of: gfgfgfgfgfgfgfgfg	
5	review	2002-01-26		N/A	your review of: hghgh	
6	review	2002-01-25		N/A	your review of: dtd	
6	review	2002-01-26		N/A	your review of: Sample	

Figure 25

Welcome, John M. Barrie.

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This is your class history. This page list all the submissions you have made for this class. To view a particular submission, click on its corresponding icon. Peer reviews submitted of your papers can be viewed by clicking on "read" where it appears. For peer reviews: You may edit any peer review before the due date has passed. After the due date has passed, the edit button will disappear, and you can then view the finished peer review by clicking on the peer review icon.

Email your instructor, [John M. Barrie](#)



























#	type	submitted	R	P	PR	title	reviews
1	paper	2002-01-20			N/A	test 2	(none)
1	paper	2002-01-19			N/A	yhrytry	(none)
1	paper	2001-09-08			N/A	Sample	(2) read
1	paper	2001-04-01			N/A	Whale Camp	(none)
1	paper	2000-09-18			N/A	Sample Paper	(none)
1	paper	2000-11-04			N/A	Sample - Nov. 4, 2000	(none)
1	paper	2000-11-03			N/A	November 2, 2000 - Sample	(none)
1	paper	2001-02-06			N/A	A Test	(2) read
2	review	2002-01-20	N/A	N/A		your review of: Sample	
2	review	2002-01-18	N/A	N/A		your review of: A Test	
	review	2002-01-20	N/A	N/A		your review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
3	review	2002-01-20	N/A	N/A		your review of: glog	
5	review	2002-01-22	N/A	N/A		your review of: A Test	
5	review	2002-01-26	N/A	N/A		your review of: Akamai Risk Factors - 8/99 S1 Filing With Sec	
5	review	2002-01-26	N/A	N/A		your review of: gfg	
5	review	2002-01-26	N/A	N/A		your review of: gfgfgfgfgfgfgfg	
5	review	2002-01-26	N/A	N/A		your review of: hghgh	
6	review	2002-01-25	N/A	N/A		your review of: dfd	

Figure 26

Welcome, John M. Barrie.

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class portfolio assignments turn it in! peer review calendar class notes preferences English 1A

This is your assignment page. The table below lists all the assignments, both current and past, for this class. To view the details of any assignment, just click on its title. Any overdue papers will be shown in red, and assignments that have been successfully completed will be shown in blue. Many peer review assignments require that you complete more than one review; in these cases your progress is shown on the left under the heading **status**.

#	type	start	due/end	post	title	status
1		2001-10-21	11/11/2001	N/A	Figure Drawing I	complete
2		2002-01-18	1/22/2002	2002-01-31	Pr. Assignment #1	complete
3		2002-01-20	1/29/2002	2002-01-29	Pr. Assignment #2	complete
5		2002-01-21	1/22/2002	2002-01-25	New Title	complete
6		2002-01-25	1/28/2002	2002-01-26	Newest Pr. Assignment	complete
7		2002-01-26	1/29/2002	2002-01-30	Newest Pr. Assignment (Copy Of #6)	0 of 3
8		2002-01-28	1/30/2002	2002-01-30	Sample Peer Review Assignment	0 of 2

Figure 27

Welcome, John M. Barrie.

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assignment info

assignment # 8
title Sample Peer Review Assignment

assignment information

Here is the description.

assignment instructions

Here are some instructions.

Figure 28

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This is your paper submission page. Please enter the author information and title, select the assignment number for your submission, and then paste the text in the corresponding text boxes. Click on the grey "submit" button below when you are done.

author first name:
author last name:
author ID :

paper title:
assignment:

main text

abstract

bibliography



Figure 29

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class portfolio assignments turn it in! peer review calendar class notes preferences English 1A

This is the peer review page. All papers available for peer review are displayed here. Just select the peer review assignment you want to view using the pulldown menu. If your instructor has not created a peer review assignment for a given set of papers, you can still view those papers using the pulldown menu "view papers only."

The two important dates you need to remember are the **due date** and the **post date**. The due date is the last day reviews can be submitted and/or edited. The post date is the day that other peer reviews from your class will be made viewable.

view peer reviews: 8 - Sample Peer Review... view papers: 1 - Figure Drawing I

this review assignment is due:
1/30/2002, 12:01 A.M. (P.S.T.)

all reviews will post:
1/30/2002, 12:01 A.M. (P.S.T.)

you have completed:
0 of 2 review(s)

For this peer review assignment, you must review 2 paper(s). 1 of these papers have already been assigned to you. They are highlighted and appear at the top of the paper list. You can choose the remaining 1 review(s) from the non-highlighted papers.

papers for review	post review	read reviews	reviews	avg	grade
submission, and then paste the text in the corresponding text boxes. Click					
A Test	----				
Akamai Risk Factors - 8/99 S1 Filing With Sec	----				
Asd	----				
d	----				
dfd	----				
dfdf	----				
dfdfafa	----				
fgafaf	----				
afa	----				
afafafafafafafa	----				
ahga	----				
hahgh	----				
hahgh	----				
Killer Paintings	----				
new open source technologies in arena	----				
November 2, 2000 - Sample	----				
Risk Factors. By P.Kretchmer	----				
Sample	----				
Sample	----				
Sample - Nov. 4, 2000	----				
Sample Paper	----				
sds	----				
test 2	----				
test paper for formatting	----				

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Please write a peer review of the paper: [submission](#), and then paste the text in the corresponding text boxes. Click on the grey "submit" butt

Your review will be posted anonymously, along with the other reviews written by your class, at the peer review section of Turnitin.com. This page will save automatically once every ten minutes. If you want to save the review and come back to it another time, just click on "submit" below. You can come back and finish or update the review at any time preceding the due date at your class history page of this website.

Section A: Write a thoughtful response to each of the following questions:

1. Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis. Otherwise, if you find the student's thesis unconvincing or believe the student provides insufficient support for the thesis, suggest how the student could improve the efficacy of his thesis. (100 word minimum)

▲
▼

2. Please review this manuscript from the perspective of a 19th century peasant. (250 word minimum)

▲
▼

Section B: Please enter three adjectives or short phrases to describe this paper.

These short descriptions will be used by your classmates and teachers to get a quick impression of how you felt about this paper. For example, some sample descriptions might be "thoughtful, concise, and good conclusion".

descriptors:

Section C: On a scale of 0 to 5, rate this paper based on the following criteria:

1. Rate the appropriateness of the student's thesis as it relates to the course.
2. Rate the student's effectiveness in supporting the paper's thesis.
3. Rate the student's command of grammar.
4. Rate the content of the paper and its potential contribution to the course.
5. Rate the student's ability to raise issues relevant to the course.

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you are finished with this peer review, click submit below. Clicking on submit will save any changes you have made. If you like, you will be able to edit this review, until the due date, by accessing this review at your class history page and selecting "edit". After the due date has passed, you will no longer be able to edit or revise this review.



Figure 31

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class portfolio | assignments | turn it in! | peer review | calendar | class notes | preferences | English 1A

Please write a peer review of the paper: **submission**, and then paste the text in the corresponding text boxes. Click on the grey "submit" butt

Your review will be posted anonymously, along with the other reviews written by your class, at the peer review section of Turnitin.com. This page will save automatically once every ten minutes. If you want to save the review and come back to it another time, just click on "submit" below. You can come back and finish or update the review at any time preceding the due date at your class history page of this website.

Section A: Write a thoughtful response to each of the following questions:

1. Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis. Otherwise, if you find the student's thesis unconvincing or believe the student provides insufficient support for the thesis, suggest how the student could improve the efficacy of his thesis. **(100 word minimum)**

Here is my first answer.

2. Please review this manuscript from the perspective of a 19th century peasant. **(250 word minimum)**

Here is my second answer.

Section B: Please enter three adjectives or short phrases to describe this paper.

These short descriptions will be used by your classmates and teachers to get a quick impression of how you felt about this paper. For example, some sample descriptions might be "thoughtful, concise, and good conclusion".

descriptors:

Section C: On a scale of 0 to 5, rate this paper based on the following criteria:

1. Rate the appropriateness of the student's thesis as it relates to the course.
2. Rate the student's effectiveness in supporting the paper's thesis.
3. Rate the student's command of grammar.
4. Rate the content of the paper and its potential contribution to the course.
5. Rate the student's ability to raise issues relevant to the course.

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you are finished with this peer review, click submit below. Clicking on submit will save any changes you have made. If you like, you will be able to edit this review, until the due date, by accessing this review at your class history page and selecting "edit". After the due date has passed, you will no longer be able to edit or revise this review.




Figure 32

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[English 1A](#)

 Please complete the topic section. Your response does not meet the minimum length requirements for this question.

Please write a peer review of the paper: **submission**, and then paste the text in the corresponding text boxes. Click on the grey "submit" butt

Your review will be posted anonymously, along with the other reviews written by your class, at the peer review section of Turnitin.com. This page will save automatically once every ten minutes. If you want to save the review and come back to it another time, just click on "submit" below. You can come back and finish or update the review at any time preceding the due date at your class history page of this website.

Section A: Write a thoughtful response to each of the following questions:

1. **Your response to this question must be at least 100 words.**
Identify the student's thesis. Does the student provide sufficient supporting evidence to create a convincing thesis? If you believe the thesis is convincing, state the evidence the student provides that strengthens his thesis. Otherwise, if you find the student's thesis unconvincing or believe the student provides insufficient support for the thesis, suggest how the student could improve the efficacy of his thesis. (100 word minimum)

Here is my first answer.

2. **Your response to this question must be at least 250 words.**
Please review this manuscript from the perspective of a 19th century peasant. (250 word minimum)

Here is my second answer.

Section B: Please enter three adjectives or short phrases to describe this paper.

These short descriptions will be used by your classmates and teachers to get a quick impression of how you felt about this paper. For example, some sample descriptions might be "thoughtful, concise, and good conclusion".

descriptors:

Section C: On a scale of 0 to 5, rate this paper based on the following criteria:

1. Rate the appropriateness of the student's thesis as it relates to the course.
2. Rate the student's effectiveness in supporting the paper's thesis.
3. Rate the student's command of grammar.
4. Rate the content of the paper and its potential contribution to the course.
5. Rate the student's ability to raise issues relevant to the course.

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you are finished with this peer review, click submit below. Clicking on submit will save any changes you have made. If you like, you will be able to edit this review, until the due date, by accessing this review at your class history page and selecting "edit". After the due date has passed, you will no longer be able to edit or revise this review.

Figure 33



Welcome, John M. Barrie.

Art Center College of Design
Department

Advanced Painting [---]

[class portfolio](#)
[assignments](#)
[turn it in!](#)
[peer review](#)
[calendar](#)
[class notes](#)
[preferences](#)
[English 1A](#)

This is the peer review page. All papers available for peer review are displayed here. Just select the peer review assignment you want to view using the pulldown menu. If your instructor has not created a peer review assignment for a given set of papers, you can still view those papers using the pulldown menu "view papers only."

The two important dates you need to remember are the **due date** and the **post date**. The due date is the last day reviews can be submitted and/or edited. The post date is the day that other peer reviews from your class will be made viewable.

view peer reviews: **6 - Newest Pr Assignme...**
 view papers: **1 - Figure Drawing I**

this review assignment is due:
1/28/2002, 12:01 A.M. (P.S.T.)

all reviews will post:
1/26/2002, 12:01 A.M. (P.S.T.)

you have completed:
ALL reviews

For this peer review assignment, you must review 1 paper(s). 1 of these papers have already been assigned to you. They are highlighted and appear at the top of the paper list. You can choose the remaining 0 review(s) from the non-highlighted papers.

papers for review	post review	read reviews	reviews	avg	grade
Sample			2	2.50	A
dfdf			1	0.33	
A Test					
Akamai Risk Factors - 8/99 S1 Filing With Sec					
Asd					
1					
dfdf					
fgafafaf					
fgafaf					
afa					
afafafafafafafafaf					
ghgg					
hghgh					
hghgh					
Killer Paintings					
new open source technologies in arena					
November 2, 2000 - Sample					
Risk Factors By P.Kretchmer					
Sample					
Sample - Nov. 4, 2000					
Sample Paper					
sds					
submission, and then paste the text in the corresponding text boxes. C...					
test 2					
test paper for formatting					

Figure 34

Welcome, John M. Barrie.

Art Center College of Design
Department

Advanced Painting [---]

[class portfolio](#)
[assignments](#)
[turn it in!](#)
[peer review](#)
[calendar](#)
[class notes](#)
[preferences](#)
[English 1A](#)

Reviews of: Sample

The first section below shows the average scores this paper received for the chosen rubrics, based on all reviews this paper has received to date. The second section tells you information about the individual reviews: the average score of this paper for a given review, selected comments on that paper, and a link to the review itself. To view a particular review, click on the review icon to the far right.

Rubric Averages:

On a scale of 0 to 5, this paper received these average scores for the selected rubrics:

1. Rate the organization of the student's paper.	2.00
2. Custom rubric question.	2.50
3. Custom rubric question two.	3.00

Total average score, based on all selected rubrics: 2.50

Reviews:

submitted	score	comments	full review
2002-01-26	3.00	sadfsdaf;sadfsadfr;sadfsadfr	
2002-01-26	2.00	suar;sdafrd;sdsdfr	

Figure 35

Peer review of: Sample

peer review

Would you like to read the paper for this review? 

Rubric results: These are rubric results for this review, based on the rubrics your instructor has chosen for this peer review assignment. Each rubric is based on a 0 to 5 scale, with 0 being the worst and 5 being the best.

1. Custom rubric question	1.00
2. Rate the organization of the student's paper.	3.00
3. Custom rubric question two	5.00

Average score: 3.00

Topic responses: These are the topic responses for this review, based on the topic questions your instructor has chosen for this peer review assignment.

Identify the student's thesis. In your considered opinion, is the student successful in expressing the primary focus of his report with his thesis? Is the thesis too broad or too narrow? What changes might the student make to his thesis in order to better focus his report?

How many reviews can one man do?

2. Custom topic question.

hello

Figure 36



Welcome, John M. Barrie.

Art Center College of Design
Department (account ID#: 574)

start: 2000-09-21
end: 2001-09-21

[instructors](#) | [add instructor](#) | [message](#) | [preferences](#) | [stats](#)

These are instructors currently using this account. The faculty inbox works much like many popular email programs: whenever you or your students submit a document to Turnitin.com, it is processed and returned here, with the most recent assignment showing first. However, you can sort and view the contents of your inbox in a number of ways, depending on your preferences. Use the pull-down menus to select which assignment you'd like to view, and then sort the results by clicking on the table headers.

	S	joined	user ID		instructor name	account	acct ID
<input type="checkbox"/>	+	1999-01-01	12969	<input checked="" type="checkbox"/>	Barrie, John M.	Department	574
<input type="checkbox"/>	+	2002-01-20	55760	<input checked="" type="checkbox"/>	Hsu, Hsuan	Department	574
<input type="checkbox"/>	+	2002-01-20	55757	<input checked="" type="checkbox"/>	Sherman, Colin	Department	574
<input type="checkbox"/>	+	2002-01-18	55756	<input checked="" type="checkbox"/>	Sherman, Colin	Department	574

Figure 37



Welcome, John M. Barrie.

Art Center College of Design
Department (account ID#: 574)

start: 2000-09-21
end: 2001-09-21

[instructors](#) | [add instructor](#) | [message](#) | [preferences](#) | [stats](#)

These are the classes for John M. Barrie [user ID#: 12969]. The faculty inbox works much like many popular email programs: whenever you or your students submit a document to Turnitin.com, it is processed and returned here, with the most recent assignment showing first. However, you can sort and view the contents of your inbox in a number of ways, depending on your preferences. Use the pull-down menus to select which assignment you'd like to view, and then sort the results by clicking on the table headers.

	S	class ID	class name	account	acct ID
<input type="checkbox"/>	+	20002	Peer Review Test Class	Department	574
<input type="checkbox"/>	+	948	Advanced Painting	Department	574

statistics for: John M. Barrie

total classes	2
student enrollment	8
total submissions	43
papers/reports	31
reviews	12
digital portfolio	0

results summary

19	1	2
----	---	---

Figure 38

Welcome, John M. Barrie.

Art Center College of Design
Department (account ID#: 574)

start: 2000-09-21
end: 2001-09-21

[instructors](#) | [add instructor](#) | [message](#) | [preferences](#) | [stats](#)

These are the Statistics for John M. Barrie's class, Advanced Painting. The faculty inbox works much like many popular email programs: whenever you or your students submit a document to Turnitin.com, it is processed and returned here, with the most recent assignment showing first. However, you can sort and view the contents of your inbox in a number of ways, depending on your preferences. Use the pulldown menus to select which assignment you'd like to view, and then sort the results by clicking on the table headers

statistics	
class #	---
class ID	948
class enrollment password	turnitin
student enrollment	7
total submissions	43
papers/reports	31
reviews	12
digital portfolio	0

results summary	
19	2

[Return to John M. Barrie's classes](#) ▶

Figure 39

Welcome, John M. Barrie.

Art Center College of Design
Department (account ID#: 574)

start: 2000-09-21
end: 2001-09-21

[instructors](#) | [add instructor](#) | [message](#) | [preferences](#) | [stats](#)

What is the email address of the instructor you would like to add?

email address

Figure 40

[your accounts](#) [change user type](#) [user info](#) [log out](#) [help!](#)



Welcome, John M. Barrie.

Art Center College of Design
Department (account ID#: 574)

start: 2000-09-21
end: 2001-09-21

[instructors](#) [add instructor](#) [message](#) [preferences](#) [stats](#)

Personal Preferences [submit](#)

verbose screens: ☒
access to weather: ☒
your homepage name:
your homepage url:
items displayed per page: [25](#) [25](#)
command bar color: ☐ ☐ ☐ ☐ ☐ ☐

Account Preferences [submit](#)

institution: Art Center College of Design
account name:
account join password:
administrator: **Not Assigned**
Click ☐ to assign this account's administrator.

Class Preferences [submit](#)

students can read peer papers: ☒
students can review peer papers: ☐ [A](#)
students can access Originality Reports: ☐
fast-track report turnaround: ☐
parents can view student work: ☐
Lock preferences for all instructors using this account: ☐ Y ☐ N

Figure 41